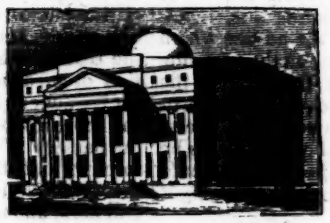
District School Journal



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Reports of County Superintendents.

WASHINGTON COUNTY.

Extracts from the Annual Report of WM. WRIGHT, Esq., Co. Sup't. southern section.

Hon. N. S. BENTON, *Sup't. Com. Schools:*

SIR—In addition to the statistical information already forwarded to the department, I beg leave, at this time, to present a brief view of the condition of the schools within my jurisdiction, together with such recommendations as experience and observation have suggested. Having so frequently detailed the condition of our common schools,—and having, in my last annual report, dwelt somewhat amply upon "the past vs. the present," I deem it most appropriate to confine myself, on this occasion, principally to the presentation of "plans of operation," and the recommendation of such changes as experience, and no inconsiderable observation, have suggested.

In relation to the general condition and prospects of our schools, I think I may safely say, that their tendency is *upward* and *onward*—that the amount and quality of instruction given in them is gradually improving,—and that the interest manifested in their prosperity and advancement, by the community in which they are located, and the moral influences which they are exerting, are decidedly of a healthy character. But, at the same time, it must be admitted, that the system of instruction adopted in them, is neither the most rational, appropriate or uniform;—that the interest felt by the people, in their prosperity and advancement, is more *theoretical* than *practical*;—and that the moral influence which they are exerting, is neither as great or salutary as it ought to be.

But while we make these admissions, will it be said that the failure of securing *perfection* in a system, which involves such complication of detail, and comprehends such large masses of individuals within the range of its provisions, is evidence of either a defective system of supervision, or an inefficient administration of its provisions? Let those who are disposed to indulge in such reflections, ask themselves the question, whether they have not, either directly or indirectly, done all in their power to prevent the accomplishment of any great good,—or the introduction of any real improvement in our common schools? Whether they have not, in the selection of teachers, passed by those who were best qualified to guide and direct the expanding, impressible mind, in its ardent pursuit after knowledge, and chosen those who had but this one qualification to recommend them, viz. they would "*work cheap*"! And let them farther ask themselves, if they have not, by this narrow and suicidal policy of *measuring teachers by their price*, not only labored to counteract what has been done to elevate the standard and improve the character of teachers, *but actually to drive, in utter disgust, the great body of the thoroughly qualified from the profession*?

Methinks, if conscience was still permitted to do her office work, few such cavillers, on being arraigned upon such a charge, would even put themselves upon their defence; but would, in the language of the law, *enter a plea of "guilty" and throw themselves upon the mercy of the court.*

The fact is, that the great obstruction of obstructions—hindrance of hindrances,—and, I might add, *sin of sins*—in the way of a rapid and permanent improvement in our schools, not only in relation to the amount and quality of instruction,—but in the moral influence which they exert—is THE NEVER ENDING CHANGE OF TEACHERS, *which is constantly going on in them!* The migrations of the "fowls of heaven," are not more frequent; for every succession of the seasons brings with it a fresh swarm of half fledged aspirants, "anxious to try their hand" at school keeping. And, thus it is, that wave after wave is rushing on with fearful rapidity, sweeping from the stage those who have, at best, but *just begun to comprehend their work, and to realize their responsibilities*, to make room for "*the new succession.*" Though "*new born babes*" are yet scarcely admitted into the ranks of the profession, those who have but just entered their "*teens*" are deemed abundantly qualified for the great work of *educating souls*; and to question their capacity for such a field of labor, in this age of precocious deve-

lopment, is deemed nothing less than an ungenerous reflection upon "the *rising* hopes" of our country. Yet, notwithstanding this, I cannot but sometimes feel, that the advice which king David gave to his servants, on the occasion of their being mal-treated by the king of the Amorites, might not be altogether inappropriate to many of our common school teachers, viz., "Tarry at Jericho until your beards be grown, and *then* return." The world would scarcely suffer from such an absence, and *might* be greatly benefitted.

In view, then, of this "habit of change," and of employing those whose minds are not sufficiently developed to make them fit or safe depositories of so important a trust as the education of mind, it might still be remarked, that it is seriously doubted whether any other interest under heaven could have borne up so long and so nobly, under such a succession of changes of administration, and of policy, as have these schools, poor as they now are!

The farmer, or the manufacturer, who should change his factor, or agent by which he carried on his business, twice or thrice a year;—and who should be careful not only that this agent should be dismissed several weeks before his successor was appointed—but that that successor should know absolutely nothing of the plans and mode of operation of his predecessor; and withal should be as ignorant of the best mode of transacting that kind of business, as youth and inexperience could well make him,—could scarcely expect to succeed! The mass of business men would cry out and say, that "such a man *ought to fail*." How can we expect, then, that our common schools will ever prosper, while we continue to subject them to a policy, which would prove the speedy and utter ruin of any and every other interest!

Suppose that by a narrow and grinding process of retrenchment, a large portion of the well qualified engineers, on our steam-boats and railroads, should be driven from their employment, and a set of "*raw hands*" engaged in their place. Would the explosion of half of the steam boilers in the state, prove that there was neither wisdom nor prudence in that law of congress which subjects all such boilers to a frequent and rigid inspection? Or would the fact, of such explosions, prove that the law had not been well administered? Certainly not: and neither can the fact, that our schools are not yet what they ought to be, be brought to militate against the wisdom or policy of our present admirable system of supervision. The fact is the fault lies not *all* here. Supervision *alone* can never make our schools perfect. The public have a work to perform as well as the school officers. Let the same inducements be but offered, to allure men into the profession of teaching, that are now held out to lead them to engage in most of the other departments of life, and there can be no question, but that the public demand would be fully and promptly met, and our schools at once filled by an order of men and women, fully competent to the great work that we devolve upon them,—that of educating human souls.

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PLANS RELIED ON FOR SUCCESS.

For the purpose of securing more vigorous and concerted action, and devising plans for the more rapid improvement of our schools, the superintendents of the several towns have been called repeatedly to meet in convention: and the result of this movement has been, the adoption of measures, which promise to do much for the accomplishment of these objects. Among the most important of these, may be mentioned the passage of resolutions, with a determination to carry out, both their letter and spirit, "to be more *thorough and critical* in the examination of teachers, and to demand a *higher grade of qualifications* than has heretofore been usual to require:" "To form *teachers' associations* in all the towns, and to see that the practice of closing schools by *a public examination*, be generally revived."

In addition to this, we have recently held a series of educational meetings, twelve in number, so arranged as to embrace the whole county. The afternoons of each day were devoted to teachers and school officers; and the evenings to addresses to the public at large. These meetings, though not as well attended as we had hoped they would be,—nor as Mann & Co's. great circus was, that followed us through the county!! were, nevertheless, respectably attended, and will no doubt be productive of great good. The county superintendents were aided, in this tour, by able and efficient friends of popular education both from home and abroad;—and I hope that I may here be indulged in the remark, that, if the mass of the people were only as ready and willing to adopt and carry out the enlightened suggestions and recommendations of the leading friends of education, as those friends are to devote their time and their money to devise ways and means for the improvement of our schools,—the day would not be far distant, when these schools would become all that the philanthropist and the christian could desire.

In addition to the measures already enumerated, and with the view of perfecting our plans of operation, it is now contemplated to call a meeting of the friends of popular education, for the purpose of organizing a COUNTY EDUCATIONAL SOCIETY. This meeting will be held in conjunction with that of the board of supervisors. To insure success, and with the hope of enlisting this class of officers in the enterprise, able speakers have been engaged, men whose hearts and hands are not only enlisted,—but sacredly *pledged* to the great work of reforming our common schools,—so that every thing will be done, that well can be, to secure an organization—and *such* an organization as will be likely to exert a widely extended influence for *good* upon all our schools.

The plans of operation, therefore, upon which we now mainly rely for success, in the great enterprise of EDUCATIONAL REFORM, are a *county, town*, and *school district* organization; *thorough and critical supervision of teachers and schools; celebrations*, and *public examinations* at the close of the schools. These plans, we cannot but think, efficiently carried out, will do much to improve our schools, and elevate and dignify the profession of teaching.

But I have already dwelt longer upon this branch of my report, than I had intended. I

pass therefore to the consideration of other topics, no less intimately connected with the best interests of our schools, but which, in my opinion, call for farther legislation, in order to adapt them to the present wants of our primary nurseries of education.

I have hitherto refrained from recommendations involving new legislation, because I have felt that greater stability, and less fluctuation in our school laws, was an essential element of success,—but as "experience and observation" have so clearly settled, in my own mind, the importance of the changes which are here proposed, I feel, notwithstanding my opposition to "frequent change in school laws," that I but discharge an imperative official duty, in presenting and *urging* upon the department and the legislature, their immediate adoption.

TEACHERS' INSTITUTES.

The failure of Mr. L. H. Brown's bill, proposing the establishment of teachers' institutes in the several counties of the state, and appropriating a portion of the avails of the common school fund for their support, was unfortunate for the best interests of our schools, and has done much to discourage the rising hopes of the friends of popular education.

"As is the teacher, so is the school," has so long and so universally been received as a standard maxim, if not axiom, of the people, that it becomes a matter of no small surprise, that, comparatively, so little has heretofore been done, or is now doing, to make our teachers what they should be, that our schools thereby might be made so also. What particular argument was brought to bear against this measure, or what particular course of reasoning was adopted, by which the bill was defeated, I know not. But there is one thing, I think I do know, in regard to this matter, and that is, that the best interests of our schools, and consequently the best interests of the rising generation, require the immediate establishment of such institutes, in each of the counties of the state, that they may thereby be brought within the *reach* and *means* of ALL OUR TEACHERS.

That common school teachers require a *special training*, or education, to fit them for the highly responsible duties of their profession, I scarcely need stop, at this age of the world, and after all the light that has been shed upon the subject, to argue: for I believe that the affirmative may now be regarded, at least, as the *speculative opinion* of the great mass of the people —however inconsistent with that sentiment may be the *practice* of most of us.

That the means and facilities now enjoyed for furnishing this special education, are *not* adequate to the wants and necessities of our schools, is equally evident, though not perhaps as universally admitted.

What, then, is the true policy of the people and the state? Most certainly to supply the requisite means, and that as speedily as practicable.

It was well said by that great apostle of universal education, the Hon. Horace Mann, in speaking of the unrivalled common school system of this state, that "the establishment of a [State] Normal School was the *crowning* work:" and yet I fear, glorious as was that achievment, that, without the establishment of these local institutes to meet the *present pressing wants* of our schools,—and thereby to kee alive in the people a sense of the great and important truth, that our only hope and safety lies in an *upward and onward progress*,—the light that we do shed, or the good that we do accomplish, by this "crowning work," will be so feebly displayed, or necessarily, so sparingly diffused through the great body of the people, that it will scarcely be seen or felt, and, at best, will only serve to make the surrounding darkness the more visible.

That all action, in relation to common schools, whether of individuals or of states, has too generally been governed by a more narrow and illiberal policy than in relation to almost any other interest, strange as it may appear, there can scarcely be a doubt; and that the practical result of this policy has been disastrous and expensive in the extreme, there can, I think, be less doubt.

"It is related of one of our sister states that, but a few years since, under the momentary excitement produced by the fear of losing a small portion of her *disputed territory*, her legislature by an almost unanimous vote, appropriated th sum of *eight hundred thousand dollars*, for the forcible rescue of these outwastes; while, for three successive sessions, some of the wisest and best men in that state, had been striving, in vain, to obtain from that same legislature, the passage of a law authorizing school districts to purchase a school library, by levying a tax upon themselves for that purpose.

"In the memoirs of the Pickwick Club, it is stated, that they passed a *unanimous vote*, that any member of said club should be allowed to travel in any part of England, Scotland or Wales, and also to send whatever packages he might please, *always provided, that said member pay his own expenses!* But the legislature of Maine would not allow their school districts to buy libraries *even at their own cost!*

"In the great outbreak, in South Carolina, against the general government, in 1832, a state convention was held,—laws were enacted, extending the jurisdiction of the courts, and investing the executive almost with a dictator's power; —all under the pretext of defending state rights, —while, for the last thirty years, her whole appropriation for public schools has been *less than forty thousand dollars per annum;* though out of a white population, *of all ages*, of less than 270,-000, there are more than 20,000 above the age of twenty years, *who can neither read nor write!*"*

And in our own state, it may be remarked, that whatever good has been accomplished, and whatever liberal things have been enacted for the establishment and maintenance of a system of common schools, has been done, not only by a system of *offensive*, but of *defensive* warfare; and may therefore be regarded as the triumph of cultivated mind over narrow prejudice,—of reason over the dictates of sordid passion and avarice,—in short, of the kingdom of light over the kingdom of darkness.

In proof of this, strong as the language may appear, and harshly as it may seem to grate up-

* H. Mann.

on the ear of those who are accustomed to look only upon the bright side of the picture, and cry "all's well, all's well," I might appeal to the fact, that our present admirable common school system, which has been pronounced again and again, by the leading friends of popular education in other states, as "THE MOST PERFECT COMMON SCHOOL SYSTEM IN THE UNION, IF NOT IN THE WORLD;" a system, which has been recommended for imitation in several of the other states, and, if I mistake not, already adopted in some two or more of them, as well as in the province of Canada;—*is only sustained by the ceaseless, untiring vigilance of its friends!* And should they sleep, but for a moment, upon their posts, the enemy would rally, and by STORM TAKE THIS LAST CITADEL OF A NATION'S HOPE, and with ruthless hands lay prostrate the fairest portions of that noble edifice, which has been reared at the expense of so much toil and treasure.

The necessary expense of establishing such institutes, as are here proposed, need not be great. One hundred and fifty dollars, it is believed, would be sufficient to sustain two in this county, for the usual period for which such schools are kept open; which, if paid for out of the "teachers' money" apportioned to this county, would reduce the amount so apportioned, *less than one cent and four-tenths* per scholar, per annum! That is, should the legislature of the state establish such institutes in the several counties, and appropriate the sum of seventy-five dollars for the support of each, out of the "teachers' money," as it is called; and, should two such schools be established in this county, the amount which each scholar, between the ages of five and sixteen, would receive *less* than he otherwise would, *could not exceed one and four-tenths of a cent!* Could so inconsiderable a reduction be either seen or felt by any one? And shall such a consideration longer be permitted to deprive us of that great *balance wheel* in our common school system, the want of which has already lost us millions, in the half starved, half developed, half made and sickly race of men, which these schools have palmed upon the state and the world, as well formed, well developed and educated men!

It certainly appears to me, that none, but those whose minds are even less than "half developed," could object to the diversion of so *small an amount*, from the fund named, especially when it is proposed to expend it for so laudable an object as the establishment of seminaries for training and qualifying the teachers of our common schools to impart a more thorough and practical education to our children. Nothing but a calm and dispassionate investigation of the subject, it is believed, is necessary to convince *all* of its practicability, and great importance.

But, if there be any truth in that maxim which we have quoted, that "as is the teacher so will be the school," which all seem to admit, —then, though the establishment of such institutes might cost much, we ought not to be deterred thereby from immediately entering upon the work; for what is the question of dollars and cents compared with that higher and more momentous one of the education of our children!

We have been taught, from a higher than an earthly source, that "there is that withholdeth more than is meet and it tendeth to poverty," and, it must be admitted, that it is no less so in regard to the *means* of common school instruction, than it is in relation to other matters. In the education of our children, we have already "withheld more than was meet,"—and it has verily tended to wide-spread and startling intellectual poverty. The mental imbecility, which we every where meet with around us, bears but too ample testimony in proof of this alarming truth. And, of most of us, it may be said, that we have not only *seen*, but that we have *felt* the blighting, withering influence of this half-starving system of education; and nothing but the want of a PRACTICAL LIVING FAITH in the practicability and efficacy of those sublime doctrines, that "minds are capable, and were given us to be educated, and that the welfare and perpetuity of our free institutions depend upon the proper education of the people," could have led us, entertaining such sentiments, to devote so little time and so little money to the improvement of our common schools; or to have so long deferred the establishment of seminaries for the *special* training of our teachers.

After what has already been said in relation to the action of individuals and states, on the subject of common schools, perhaps I scarcely need add, what I am about to say. But the importance of the subject warrants me in presenting another view, if thereby I may hope to succeed in arousing the attention of the public, to a consideration of this momentous question. By a reference to the past history, not only of our own but of other states, it will be perceived that most, if not all of us, have been careful to establish schools for the *special* education of all the "learned professions;"—and while the nation has not failed to found a normal school of war, and to support it at an annual expense of more than $100,000, that she might the better teach her killers how to kill; where have we, until very recently, established the first common Normal School to teach teachers how to teach?

The constitution of the U. States makes *no provision* for the education of the people, while the constitutions of but *three* of the thirteen original states made the obligation to maintain a system of free schools, a *part of their fundamental law*.* But, notwithstanding this omission in the *fundamental law*, most of the states of the union have contributed freely from their funds, or directly taxed the people, to encourage "the cultivation of the arts and the sciences,"—strictly so called. Societies have been organized in almost all our counties for the improvement of agriculture and the breed of cattle. Large sums are annually offered as premiums, to those who shall succeed in rearing, and presenting for exhibition, at "the annual fair and holiday," the *largest* and *best bred calf!* and hundreds of our farmers enter with avidity into the strife, to see who shall bear off the prize. These societies meet annually to discuss the merits, and to devise the means of improving their mode of agriculture and husbandry; and have adopted, as a maxim, that

* H. Mann.

"he who succeeds in pointing out the way by which two blades of grass may be made to grow where but one has heretofore," is a public benefactor. "But when and where have a nation's sages met in council, to investigate the principles, and to discuss the modes, by which that most difficult and delicate work upon earth,—the education of a human soul,—should be conducted?" When and where has a society been organized to discuss and devise the means of improving the modes of teaching in our common schools, and showing us how we may make two blades of intellectual grass grow where but one heretofore has done? And, finally, I would ask, when and where did a state ever appropriate, of her funds, the *first dollar* for the acquisition of this most important knowledge?

It is true that, in regard to the business of "keeping school," we have needed the proffer of no "*premium*" to stimulate us into vigorous exertions to see who could rear the biggest *calf*,—for we have generally succeeded in securing a *pretty liberal growth*, without this extraneous stimulus. But, that we have yet learned the best method of "educating a human soul," or that the numerous avenues to the human heart have all been discovered; that the secret and mysterious springs of human action have all been ferretted out and are now fully understood; or that we have yet learned the most successful and appropriate method of drawing out and fully developing the physical, mental and moral faculties of our natures, so as to secure the regular and harmonious development of the *perfect man*, is more than doubted!

It is sincerely to be hoped, then, that the legislature about to assemble to deliberate upon the affairs of the state, and to legislate "*for the people*," will be led dispassionately to examine this question in all its important bearings, and see whether the diversion of the small pittance of *less than one fiftieth* of the sum now appropriated for the payment of teachers' wages and the support of schools, which, from the want of an educated head, are too often schools for the perpetuation of ignorance rather than for the diffusion of useful knowledge,—to the establishment and maintenance of those institutes, which shall furnish our schools with a thoroughly practical and educated class of men, "apt to teach," and burning with an enlightened zeal for the promotion of the best interests of those committed to their care,—would not be for the honor of the state, and the best good of the people.

That such may be the result of their deliberations, let us all devoutly pray.

[*Remainder next month.*]

The Teacher.

BEAU IDEAL OF THE PERFECT TEACHER.

[A Lecture delivered before the American Institute of Instruction, at their annual meeting at Hartford Conn., in August last, by DENISON OLMSTED, L. L. D., Professor of Natural Philosophy and Astronomy in Yale College.]

I have sometimes endeavord to picture to my mind a beau ideal of the perfect teacher, as Cicero did of the perfect orator, and as St. Paul did of the perfect Christian. It is, indeed, easier to portray the image than to find the original; far easier to form the conception, than to exhibit the reality; and the most accomplished teacher will doubtless be obliged to contemplate, with much humility, the model which his own fancy may sketch, when he compares with it what he actually is. Still, the contemplation of such a model is not without its use. It is like the ideal standard which dwells in the mind of the painter or the sculptor, which, however the highest efforts of art may fall short of actually reaching it, will still impart richer tints to the pencil of Titian, and softer graces to the chisel of Canova.

The portraiture of the perfect teacher which I propose now to attempt, will be of the most general kind,—one that will apply, in its main features, to all whose profession it is to communicate knowledge, whether in the character of the teacher of a common school, the preceptor of an academy, or the professor in a university. We may contemplate the characteristics of the perfect teacher under five general heads: the knowledge he has of his own subject—his knowledge of kindred subjects—his intellectual qualities—his moral qualities—his manners and knowledge of the world. Let us inquire, then,

1. *What knowledge the teacher requires of the particular subject which is professionally his own.*

The knowledge of any subject in which one undertakes to give instruction must have at least two qualities—it must be accurate, and it must be extensive.

In the first place, his knowledge must be *accurate*. I do refer not so much to errors of opinion as to errors in matters of fact,—to what are properly called mistakes. Whatever indulgence may be conceded to instructors in regard to their peculiar prejudices or opinions, no allowance can be made for ignorance or careless ness. These are qualities which are wholly incompatible with the very idea of the instructor —a professed dispenser of truth. In arithmetic, algebra, or geometry, or in any of the exact sciences, he must never commit a mistake, in either his statement of principles, or solution of problems. In matters of fact, also, whether pertaining to history, geography, statistics, or the news of the day, he must always be right; right in his statements, and correct in his answers to his pupils, whatever inquiries they may present to him, whether of little or of great importance. Accuracy must be the settled habit of his mind, a love of truth to a hair's breadth. Nothing else can become the professed disciple and dispenser of truth. Nothing else can command the unwavering confidence of the pupil. The character of the teacher is sullied by frequent mistakes, like that of a book-keeper or a banker. It is surprising to see how soon even the youngest learner will lose his confidence and respect for his teacher, when he has detected in him occasional mistakes. At every such discovery, he rises in his own estimation, and the teacher proportionally sinks. The very character of the pupil is injured by such an incident. He rapidly loses the docility and modesty so essential to the scholar, and becomes uplifted with pride and self-importance. I have known an instructor, whose feeling of the importance of unerring accuracy to the character of the teacher, had become almost morbidly sensitive; so that he regarded a mistake on his

part as sullying his character, almost like a lapse from female virtue, and an oversight comparatively trifling, would mortify and distress him for hours afterwards.

In the second place, the knowledge which the teacher has of his subject, must be *extensive*. I use the word, however, in reference to the exigencies of each particular instructor. It is not necessary that the schoolmistress, who teaches merely spelling and reading, should be profound in geometry, or learned in history; but she must herself be an accurate speller and a good reader, and well acquainted with the rules for spelling and reading. The ground occupied by the teacher may be more or less extensive; but whatever it is, his attainments must be fully adequate to cover it. They must embrace not only a full and familiar acquaintance with the lesson, but a thorough knowledge of the subject itself. He must be able not only to solve any difficulty which the pupil may meet with in the lesson, but to answer any inquiries which may possibly suggest themselves to the mind of an inquisitive and ingenious pupil, without the immediate precincts of the lesson. Moreover, the respect of the pupil can hardly be secured, if he finds, when he has read his text-book, that he knows as much of the subject as his teacher, and that he has sounded the whole depth of his erudition. Those who are charged with the instruction of the more advanced class of students, in the higher branches of learning, have occasion for great attainments in their profession, reaching far beyond those which their pupils will make, in the ordinary course of their education. These, in our higher seminaries of learning, will generally be such as will require the best energies of a long life of study and reflection, confined to some single department of literature or science; since teachers of this class, have not only difficult problems to settle for their pupils, but they are liable to be appealed to by the whole community, for solutions of questions, or for explanations of new phenomena of nature or art, which are supposed to belong to their respective departments. For several years, therefore, at least, a professor in any province of science or literature, will find time for little else than the exclusive study of the subjects of his profession. But, suppose him to have become master of this, so far as to be prepared for all its probable exigencies, well-grounded in all the topics of his recitations and lectures, well-informed in all points of his profession, on which he is likely to be consulted by his pupils or others, then an important question arises:—*Shall he go on, with an exclusive devotion to the subjects which fall technically within his own department, or shall he afterwards give a portion of his time to kindred subjects, and to general knowledge?* I answer, if his object is to make original discoveries in the line of his profession, or to gain fame and distinction abroad, then, it may be best for him to be the "man of one idea," and to know nothing else save the particular subject of his profession. Such a course will be the most likely of any to add to the sum of truth, and to gain him a deathless name. But, if his great object is to become an accomplished teacher, the question requires a different answer. My advice would then be this: Let your profession be the one great object before the mind; devote to it your best hours, and best thoughts, directly; but indirectly carry out the same great purpose by paying, systematically, a certain degree of attention to kindred subjects, more or less intimately related to it. Let the profession itself be contemplated under the similitude of a river, broad and deep, but as constituted of many lesser streams, by whose confluence it has been formed, and is still fed. The right kind of professional enthusiasm is that, which is so engrossed with a main purpose, as to look at every thing in the light of that purpose, and to give to every smaller stream such a direction as to swell the main channel. There are, however, two kinds of professional enthusiasm; one, limits itself to the subjects that technically belong to its own profession, rejecting every other species of knowledge as irrelevant, or even, in the littleness of views which such a spirit is apt to engender, as useless. The other turns every thing into its own channel, and guides all the remotest streams of knowledge into the main current. A mind thus swayed by some great commanding object, cannot be diverted from its noble purpose, however wide its range of study or observation may seem to be, since it contemplates all subjects in their relations to that purpose. Such is the professional character which Cicero has so finely portrayed in the consummate orator, or *summus orator*. The high minded and aspiring youth, has ever before him the lofty image of the accomplished advocate. Happy if pure science has trained his mind to close and vigorous thought—happy if the material world has enlarged his soul, by her lofty contemplations—happy if the classics have refined his diction, and supplied that affluence of language, that *copia verborum*, so useful to the orator—happy if the Muses have warmed and exalted his imagination, and enlivened and purified his wit. From these ample stores, laid up in a well-spent youth, he may, when so pressed with the duties of an arduous profession, as to have little opportunity for the cultivation of general knowledge, draw his weapons, as from an armory, to invigorate his argument, to illustrate his subject, to embellish his discourse, to deepen his pathos. Every attribute of the scholar lends its aid to form the accomplished orator.

The ministry of the Gospel supplies a still loftier motive for professional enthusiasm, as the interests of eternity are above those of time. I love the preacher, such as Paul, whose high commission is ever full in his view. His range of study may be wide; his intercourse with the world extensive and free; his fields of usefulness varied; but he must have continually in sight the great end of his ministry, and make all things subservient to his main design. I accompanied such a man to a beautiful vineyard, where the vines were hanging with the richest clusters. With me he admired the skill of the gardener, and the beauty of the garden. He had a high perception of the beautiful, both in nature and art; but all his emotions ran at once into the same current. "Herein, (said he,) is my Father glorified, that ye bear much fruit." But a more delightful and striking example of

professional enthusiasm, will readily occur in the recollections of an eminent divine, with whose history most of those present are doubtless familiar. I allude to the late Dr. Payson. Amid the last throes of a terrible disease, he was carried to the communion-table, almost in his winding-sheet. There he preached his farewell sermon, and with a palsied hand broke to his flock the bread of life. As has been well said, "like the miser grasping his gold," he died grasping his treasure, bearing on his corpse a paper, pinned by his own direction on his breast, with this inscription, "Remember the words which I spake unto you while I was yet with you." When the heart is thus engrossed with some great and exalted purpose, which I have denominated professional enthusiasm, this purpose becomes the centre towards which every thing tends. It is a magnet of Herculean powers indeed, which collects, at once, its kindred metal, although scattered in particles among the sands of the sea-shore. What energy does this principle sometimes impart! A Carthaginian child is led to the altar by a revengeful father, and made to swear eternal hatred to the Romans. This purpose is cherished and fed by every device, until it infuses its unconquerable energies into the very life-blood. The child becomes a man, and in the prosecution of this purpose, how do the everlasting Alps melt away at his feet, and Rome's proud eagles cower before him! Now the very thing which appears to me necessary, in order to exalt the profession of the teacher to its proper level among the learned professions, is that it be recognized as *one* of the learned professions—that the gift of teaching be recognized as a peculiar talent, of a rare and exalted kind—and, to become an accomplished teacher be regarded, in itself, as a purpose worthy of the highest and noblest ambition. With such views of the subject, let us proceed to inquire,

2. *What knowledge the teacher requires of kindred subjects, or those not technically embraced within his own department, but more or less intimately related to it; and what acquisitions he ought to make in general knowledge.*

My remarks on this subject, will apply more appropriately to professors in the higher departments of science or literature, but will, I trust, have some useful bearing upon those whose labors are bestowed upon the more elementary branches of education.

In the first place, then, I hold that, in order to *understand* thoroughly any branch of science, it is necessary to know much, also, of various kindred sciences. Thus, no one can understand chemistry well, without knowing something also of mechanical philosophy; and no one can be master of the mechanical laws of nature, without much knowledge also of the chemical laws. Each science has various relations to the other; and chemical and mechanical principles are often so intimately blended in the same phenomenon, either of art or nature, that its full and complete explanation must involve both mechanical and chemical considerations. Neither the chemist nor the natural philosopher, is competent, alone, to understand the steam-engine. The development of the power of elastic steam is chemical; the application of it to machinery, is mechanical. So in the explanation of almost any atmospheric phenomenon, as a tornado, the principles of both these sciences are brought into requisition. In a similar manner, it is impossible to gain a thorough knowledge of any single language, without some acquaintance with kindred tongues. It is superfluous to say that no one can understand the philosophy of language, without an intimate acquaintance with many languages.

In the second place, if it were possible to *understand* any individual branch of knowledge, without knowing also something of kindred branches, still, no one can *teach* well any branch of science or literature, unless he is a general scholar. Every literary teacher requires a mind disciplined by science: every scientific teacher requires the aid of faculties cultivated and enriched by literature. To the one, however, literature must be the great purpose, and science subordinate and auxiliary; and to the other, science must be the principal thing, while his literary and miscellaneous acquisitions, must be auxiliary to his main design. Whatever be a man's acquisitions in science, he cannot be an accomplished teacher unless he is likewise a scholar. Power to investigate truth is one thing; power to expound truth is another. The former is the gift of science; the latter, of literature. The accomplished teacher requires both. Even an instructer in the exact sciences, requires language to explain, as well as intellect to investigate. Nor is a cultivated taste entirely useless to him, since there is such a thing as a correct taste and a certain degree of elegance, even in the province of scientific demonstration. If he gives lectures on any branch of science, then he requires imagination to enliven and illustrate, taste to embellish, (for even the driest subjects admit of appropriate ornaments of diction,) and the graces of style and oratory to reach the affections of his hearers, or to win their favor. There is a mode of delivering instructions on such subjects as philosophy and astronomy, which interests the feelings, while it enlightens the understanding; which commends itself to the taste as well as to the intellect; which affects, at the same time, the head and the heart. There is another mode of communicating instructions on these subjects, which is dry and spiritless, or, (what is worse, where a just taste is wanting,) which is affected and bombastic. The intellect is chiefly concerned in the development and acquisition truth; but the imagination has much to do with the art of communicating knowledge to others.

In the third place, an exclusive devotion to a single narrow province of human knowledge, is apt to produce limited and illiberal views with respect to the utility of other kinds of knowledge, and an incapacity to see or to appreciate the value of the labors of others,—a trait of character truly unworthy and despicable in a teacher of youth.

These are among the considerations which have persuaded me that, while we concede that it is important to the discovery of new truths, and to the enlargement of the boundaries of knowledge, that a class of scholars should devote themselves, with great singleness of purpose, to the cultivation of very limited tracts in

the great field of knowledge, it is still expedient that one, whose aim is not the fame of an original discoverer, but the character of the perfect teacher, should cultivate, with much attention, subjects kindred to his own, and should add to excellence in his own department, the graces of the general scholar. Let us now inquire,

3. *What are the Intellectual qualities of the perfect teacher?* The teacher must possess a mind at once strong and clear, a lively imagination, and good taste, and a judgment sound and discriminating; in short, a *well-balanced* mind, in contra-distinction to one characterized by the more brilliant attributes of originality, genius, or wit.

In the first place, we require a *strong* mind. I insist on this, in reference to every stage of education from infancy to manhood, and the earliest impressions are probably the most important of all. Much of education consists in the action of mind upon mind. Strong minds only can make strong minds. A teacher who gains a due ascendancy over the minds of his pupils, transfuses into their minds the qualities of his own, whether of strength or weakness. In regard to children, especially, the mind of the preceptor forms the model on which the whole intellectual structure of the pupil is to be built. Give me first the mother of vigorous intellect; not so much with the hope of hereditary endowments, as for the first leadings that are given to the ductile mind of infancy. Give me afterwards teachers, male or female, of strong original faculties, still farther to shape and mould the flexible mind of childhood; and give me original thinkers—profound masters,—to impart the final cast and finish to the maturer mind of youth. If strong minds make strong minds, so superficial minds produce superficial. In the earlier stages of education, moderate *attainments* in the teacher may serve the purpose, but not a moderate intellect. The mother may be ignorant or unlearned, and yet have strong original powers of mind; or the mother may have much of the knowledge of the schools, or of the world, with a feeble understanding. My choice is decidely for the former. Daughters like those are our corner-stones—better, indeed, if polished after the similitude of a palace; but unpolished adamant is better than burnished lead.

In the higher departments of instruction a profound mind is requisite, in order to meet the actual wants of the pupils, among whom there will always be some young men of first-rate minds, who will not respect an instructor, whatever may be his learning, or extent of attainments, if his original powers of intellect be inferior to their own.

In the second place, we demand a *clear* mind. Some have great powers of acquiring, but only feeble powers of communicating knowledge. Possibly their own perceptions may be so rapid, that they can never apprehend the slowness with which new ideas find their way into ordinary minds. Or they may be of the number of those whose thoughts flow clearly only in the solitude of the study, while the presence of others always confounds and embarrasses them. Such may write, but they cannot teach. It is time that the gift of teaching were recognized as an original and peculiar faculty, depending on an original structure of the mind itself, which art may improve, but can never create. A talent for teaching is more rare than a talent for acquiring; and the gift of teaching, in its highest degree, I am inclined to believe, is among the rarest kinds of intellectual excellence, and equally with the gift of poetry, is "born and not made."

In the third place, a *lively imagination* and *good taste*, are useful elements in the character of the accomplished teacher. It is the province of the imagination to clothe with beauty and interest the naked conceptions of the intellect. It throws a charm around the driest subjects; it is fertile in illustration; and touches the heart, while reason addresses the intellect. Taste is an element of still higher importance. It is that quality which banishes from the character of the teacher every thing fantastic, odd, and eccentric in dress or manners, and imparts exact propriety and dignity. It is that which, when properly cultivated, gives the correct ear in music and poetry, the discriminating eye in painting, sculpture, and architecture. Above all, it is that which gives just and exalted perceptions of the beautiful and sublime in nature. We would, indeed, desire that the teacher who develops and trains the mind of man, in every stage of education from infancy to maturity, should be himself the pattern, the prototype, of that finished elegance, which we should expect or wish the pupil ultimately to attain. To this end we demand that he should be a good model of all the proprieties of life, in person and manners; that he should have a nice discriminating judgment in all the fine arts, and a just appreciation of the spirit of the classics; that he should be himself a fine writer; and, finally, that he should be alive to all that is beautiful and sublime in the natural world. We demand something more than mere accuracy in syntax and prosody; we require feelings to kindle with the fire of Demosthenes, to rise with the loftiness of Homer, or to soften with the tenderness of Virgil. We seek for something beyond the classification and botanical names of plants, and the technical characters of birds and insects; we ask for the glowing lover of nature, who will communicate his own warmth to his pupil, as he leads him among flowers and groves, and views from the mountain-top the full glories of the landscape.

We have ventured the opinion that those intellectual qualities which constitute the well-balanced mind, are more desirable attributes in the teacher, than the more brilliant qualities of genius and wit. Genius is apt to be eccentric, implying some particular faculty in excess, incompatible with a mental constitution, where all the faculties are in harmonious equilibrium. Genius is impatient, and feels it a violence to be wrested out of its own particular line of action. It is original, and takes such delight in its own creations, as frequently to be fastidious when compelled to move in an old and beaten circuit; and it is often deficient in that sound discretion, which is an element of supreme importance in the character of a teacher. Wit, if genuine, may seem a valuable quality, from its power to amuse and animate where there is so much to dispirit and depress; but it is a somewhat dangerous

gift, and the preceptor ought especially to guard against that facetiousness, which is so liable to be mistaken for wit. The facility with which the school-boy laugh can be raised, often betrays the master into a false estimate of his power to amuse—

'Full well they laughed, with counterfeited glee,
At all his jokes, for many a joke had he."

[*Remainder next month.*]

☞ We give below the report of the proceedings of the Teachers' Institute furnished us by S. COLE, Esq., County Superintendent, and Mr. J. T. Mackenzie, ex-Town Superintendent. We bespeak for it an attentive perusal.

WAYNE COUNTY TEACHERS' INSTITUTE.

"The Wayne County Teacher's Institute," under the supervision of the undersigned, closed after a session of eight days on Friday of last week.

Notwithstanding the inclemency of the weather, and the bad state of the roads at this season of the year, there were upwards of one hundred teachers in attendance; being a large increase over the number who attended at the fall session.

The course of instruction pursued was strictly elementary; those branches, the teaching of which constitutes the main employment of the instructors of our summer schools, were thoroughly and critically reviewed, and the best methods of communicating a knowledge of these branches, were simultaneously explained. No subject presented to the class, was allowed to be dismissed, until it was evident that it was fully and thoroughly understood; and in order to test the proficiency of the class in this respect, the members were frequently called upon, indiscriminately, to explain the fundamental principles of the branches under review, and to present their modes of teaching thesame. This latter portion of the exercises was highly interesting and instructive. And it was indeed truly gratifying to witness the zeal, energy and promptness with which each member of the class engaged in these exercises.

The class under the charge of Miss Elizabeth C. Hance, the accomplished teacher of elocution at the State Normal School, were daily exercised in reading. Commencing with the "simple elements" of our language, Miss Hance illustrated clearly and pointedly the rules and principles necessary to be observed in teaching this too much neglected branch of study, correctly, in our common schools, and that success in teaching reading, like other common school studies, depended upon its being taught philosophically.

The effect of this thorough course of instruction in improving the reading, and particularly the articulation of the class, was indeed gratifying, as well to the members of the class themselves, as to the visitors who attended daily.

And indeed many felt that the improvement they had made in this branch alone, would sufficiently compensate them for the time and trouble to which they had been subjected.

Miss Hance and also Misses Lapham and Durfee, and Mr. Granger participated in the exercises throughout the session with an enthusiasm and zeal becoming teachers who have the real interest of the school at heart.

The ardor with which they engaged in giving instruction in the various branches assigned them, and the ability and fidelity which they manifested in conducting the same, entitle them to the highest commendation. The common school interests of the county may well entertain a generous pride for the able service they are receiving from our efficient corps of Normal Pupils.

We cannot speak too highly of the very valuable assistance rendered by Prof. Brittan of the Union school in promoting the object for which the Institute assembled, not only in presenting his method of teaching many of the branches pursued in the common school, the result of much study and experience, but also for the facilities he rendered in furnishing the Institute with maps, charts, books, model classes, &c.

The ability and devotion to the great interest of Education, which he manifested throughout the session, and especially in his very appropriate remarks at its close, relative to the government of schools, and a judicious classification of the pupils—the duties and responsibilities of the teacher,—to some of the popular errors in regard to the development of mind—of the necessity of aiming, in our schools, at the formation of character—of the intimacy and connection between the habits formed at the school, and the mature character, and the consequent necessity of connecting with the intellectual, such a course of study as would proportionately develop the moral faculties, cannot fail to add to the high reputation heretofore accorded to him as an educator, and to re-act most beneficially upon the welfare of the common schools throughout the county.

The session was one of unusual interest. From its commencement to the close, the object which seemed foremost in the minds of all was, to improve, elevate and dignify the teacher's profession. Our schools under the charge of such talented and thorough-going instructors must soon realize the high anticipations of their warmest friends.

The undersigned take this opportunity, in behalf of the Institute, to make their acknowledgements to the able principal and teachers of the "Lyons Union School," and to the graduates of the State Normal School for the very valuable and timely aid they rendered during the session, and to the Trustees of the Methodist Church of this village for the gratuitous use of their Session Rooms.

Lyons, 8th April, 1846.

SAMUEL COLE,
J. T. MACKENZIE.

"The strain of music from the lyre of science flows on rich and sweet, full and harmonious, but never reaches a close: no cadence is heard with which the intellectual ear can feel satisfied. Yet we cannot but go on listening for and expecting a satisfactory close. The idea of some closing strain seems to lurk among our own thoughts, waiting to be articulated in the notes which flow from the knowledge of external nature."—*W. Whewell.*

District School Journal.

S. S. RANDALL, EDITOR.

ALBANY, JUNE, 1846.

☞ Those of our subscribers, or of officers of school districts who do not regularly receive the Journal, are assured that wherever else the fault may be, it is not in *us*. Our arrangements are such that *every paper is mailed at the post-office in this city, in season to reach every district, and every subscriber in the State, on or before the first day of the month in which it bears date.* We have, of course, no control over the post-office or the post-office department. If the arrangements there are inadequate to the prompt and punctual transmission of the matter delivered, we ought not to be held responsible for it; and much as we regret any disappointment which may thereby be occasioned to those who feel an interest in our humble labors, we cannot but feel that our duty in this respect has been fully discharged. This explanation is due to ourselves as well as to those who feel they have a right to complain of the non-reception of periodicals for which they have subscribed and paid—and the contents of which, in these days of rail-road velocity and telegraphic expresses, are not always quite as acceptable a month after date, as when fresh from the press.

We are happy, however, to be able to state that adequate measures have been adopted at the post-office in this city, (where we have reason to believe the greatest cause of complaint has heretofore existed,) to ensure the punctual transmission of the Journal, in season to reach every section of the State, on or within a few days of the first of each month.

THE FREE SCHOOL SYSTEM.

Public opinion, in every section of the state, is rapidly concentrating itself in favor of the adoption of this most desirable substitute for our existing system of public instruction. In many of the counties, the delegates to the state convention have been specially instructed by their immediate constituents, to advocate its adoption as a portion of the fundamental law of the state: and the public journals, with almost entire unanimity, as far as they have spoken on the subject, have given to this measure the weight of their influence. The principle that the wealth of the state should contribute in an equitable and specific ratio, to the education of the rising generation within its borders, seems to us sound and incontrovertible: and we hope to see it recognized and adopted by the assembled wisdom of the convention now in session. Let this principle be engrafted on our constitution, and placed beyond the capricious influences of annual legislation; let our universities, colleges and academies be placed under the same general supervision with our common schools, and rendered subservient, each in its proper sphere, to the great interests of a sound and generous mental and moral culture—accessible to all—and competent to the fulfilment of the high trust confided to them: and let the ample educational funds of the state be devoted, as far as they will go, to the educational wants of the youth of the state; and New-York will speedily assume that elevated station in the march of an enlightened christian civilization, to which her position in the Union and her magnificent resources, so eminently entitle her.

NEW-JERSEY.

WE take the following extracts from the report of Dr. T. F. King, Superintendent of Common Schools of New-Jersey, made to the Trustees of the School Fund of that State, and by them transmitted to the Legislature:

NORMAL SCHOOLS AND TEACHERS' INSTITUTES.

Either of the two plans, both of which have been adopted in Massachusetts and New-York, will answer the purpose. The one is calculated to remedy the present difficulty; the other to procure a permanent supply of good and competent teachers. The one may precede the other, and operate well by itself; but both can go on in harmonious and beneficial conjunction. Normal schools, though of recent date in this country, are of ancient origin, having been established at Halle, in 1704. They were introduced into Massachusetts in 1838, and in New-York in 1843, and are supported by legislative bounty. They are intended as seminaries exclusively for those who are to make teaching a business, and none are admitted without passing a preliminary examination, and none are entitled to a certificate until they have remained a stated time at the institution, have passed through the various studies, and sustained a rigorous and impartial examination at the close. In these institutions it is not only the fundamental principles of education which are taught, but the higher branches of science, and the pupils are instructed in the best methods of teaching and governing. In order that their knowledge may be practical, a school of small children is attached, where those about to graduate are in turn placed in charge, under supervision, however, of the principal; thus is practice combined with theory. No one can visit the normal school at Albany, under the charge of Mr. Page, without being convinced of the utility of the institution, the thorough manner in which the pupils are taught, and the great benefit which must result from the annual dissemination of those pupils over the state, combi-

ning, as they do, practical with theoretical knowledge, and withal a suavity of manner which must render them acceptable. In my visit there last fall, I examined thoroughly the method of instruction and government, hoping that the day would come when New-Jersey would have one also. Proud as New-York may be of her extensive territory, her fertile soil, her internal resources, her vast commerce and magnificent cities, I prize more highly her common school system and her normal school. They will make an impression on the sands of time, which will tell to succeeding ages.

The plan of teachers' institutes arose in the state of New-York, and was first introduced by Mr. Denman, one of the indefatigable county superintendents of that state. They might be termed short and voluntary normal schools. The plan is somewhat as follows: the teachers of the county, both male and female, assemble at some central or convenient place at a time agreed upon, during the vacation of the different schools, and under the direction of the county superintendent, are organized as a school. Some teacher, well known and respected for his knowledge, is placed as the principal instructor, and assisted by others of the school in rotation, conducts the whole; classes are formed for the study of the different branches; the most approved methods of teaching and government pointed out and illustrated; and in the evening, lectures are given upon subjects connected with education. The institutions generally continue from two to four weeks, and are attended with great benefit; they are introduced in almost every county in the state of New-York, and have lately been transferred to Massachusetts.

The Hon. Salem Town, a name known to every teacher and almost every scholar, as author of a valuable series of books, a gentleman of great literary acquirements and practical benevolence, has been employed in several of the counties of New-York, as principal instructor, and thus says in his report to the secretary of state: "I have attended ten county institutes in which (1,115) eleven hundred and fifteen teachers of common schools have been taught, and although some improvement may be made, yet in the judgment of those who have carefully watched their course and results, it is considered the happiest and most successful expedient heretofore adopted in behalf of popular education."

As the establishment of normal schools cannot immediately be expected in this state, (still I would respectfully call the attention of the trustees of the school fund and the legislature to them,) I cordially recommend the formation of teachers' institutes in the different counties. I shall, at all events, make the effort to have one formed in Essex and Passaic counties, and procure the attendance of some suitable person to preside over and conduct it.

VISITATION AND EXAMINATION OF SCHOOLS.

This duty appears to have been almost entirely overlooked, both by school officers and parents. With two or three exceptions, the uniform answer to the inquiry, "Whether their school had been visited and examined by the town committee during the past year,?" was "No, sir, we have never seen the committee." "Have the trustees visited?" "Once."

How can it be expected that schools would improve with such remissness on the part of those officers? It is time they were aroused to a sense of their duty. If they accept the office, they should perform its obligations. If they either will not, or can not, they should resign and let others more capable and more willing, take their places. There are some honorable exceptions to this statement, but I deem it best for the present to refrain from pointing out either the culpable or deserving; but should another report be made, I think it would be attended with benefit, fearlessly to name those who neglect their duty, and give credit to those who perform it. With this view, I have requested the teachers to keep a book wherein to enter the names of the school officers and others visiting the school, and the length of time they remain.

If the school officers are censurable for not visiting the schools, what shall be said of those parents who are guilty of so flagrant a neglect? As far as I have yet visited, I have found only one or two schools where the parents visited, and it was a general subject of complaint by the teachers. In one school I *was* informed that a father had called at the door to make a complaint "that his child had been ordered to learn a lesson at home, and he did not understand that, as he sent his boy to school to learn, and had no idea of being cheated." Parents are wrong, very wrong in this. If they only knew how much it encouraged both teacher and scholar, to have their solitary occupation enlivened and cheered by the presence of friends, they would not fail to visit the school. I shall never forget the pride and joy of one little girl, whose father was the only male visiter at the school under examination. After calling the attention of those present to the duty of visiting and their culpability for having neglected it, this little girl came forward, and with glistening eyes, and face beaming with pride and pleasure, which almost denied her utterance, said, "Please, sir, *my father* is here." Proud was that child and gratified that father; but he never can purchase so pure a pleasure as his presence in school afforded his child that day. There were many children there who envied that child, and I am led to believe their representation of it had a good effect, as the teacher informs me that the parents now frequently visit his school, and he can observe the benefit of it. This culpable negligence is not observable in any other of their transactions of life. If the father has a man to work upon a distant field, he will not be content without walking over to see how he gets on, and give instruction and advice, and perhaps lend a helping hand by way of encouragement, and will invite his neighbor to go with him. Why will he not pay the same attention to his school and his children? And the mother, if she sends a servant to attend to any of the domestic concerns, is careful to see that it is well done; but for the teacher and her child she has no time; the work which perishes to day obtains her oversight, whilst the culture of the immortal mind, the expansion of those faculties which bloom for eternity, are neglected.

I cannot close this report, hurried and imperfect as it is, without calling your attention to our

imperfect system of public instruction, as a whole. Every other state in the Union is in a greater or less degree, turning their attention to public instruction as a branch of government, as a *duty* they owe to their citizens; believing that by the general diffusion of knowledge, and consequent elevation of character, they improve the social, moral and physical condition of man; that upon the proper moral and intellectual education of citizens depends the increase of individual and associated wealth and happiness, the continuance of our political prosperity and the perpetuity of our republican institutions. Why, then, should New-Jersey, one of the old thirteen, be so wanting in her duty? She was not wont to be so. In all the hardships, the privations, the sacrifices and struggles of the Revolution, she bore a noble part; and what name stands out more bright in the history of those times? Why, then, when the battle is ended, when victory and independence were won by the wealth, the energy and blood of Jerseymen, should New-Jersey, wanting in gratitude, fail to provide the means by which the descendants of those very men can alone be qualified to preserve and enjoy that liberty, the bloody legacy of their sires, but the richest men ever left.

Without a state debt, with a stated and certain income, not drawn from her own citizens; with a soil fertile, and adapted to every variety of culture; with inexhaustible mineral riches; with water power sufficient to turn the machinery of a nation; with all these natural advantages and sources of wealth, should we present the spectacle of an uneducated people? With colleges and higher seminaries of learning, second to none, we are almost destitute of the means for obtaining a common school education; unrivalled in the celebrity and learning of our individual statesmen and men of letters, we are equally unrivalled in our ignorance as a state.

Notwithstanding all this, I still look as a Jerseyman—

> "For the coming of that glorious hour,
> When prizing knowledge as her noblest wealth
> And best protection, this imperial state,
> While she *exacts allegiance*, shall admit
> An *obligation on her part*, to teach
> Those who are bound to serve her and obey;
> Binding herself by statute, to secure
> *For all the children* whom her soil maintains,
> The rudiments of letters; and to inform
> The mind with moral and religious truth."

All of which is respectfully submitted.

T. F. KING.

Literature and Science.

BORDER WARS OF NEW-YORK.

History of Schoharie county, and Border Wars of New-York; containing also a sketch of the causes which led to the American Revolution, and interesting memoranda of the Mohawk valley; together with much other historical and miscellaneous matter never before published; illustrated with more than thirty engravings: By JEPHTHA R. SIMMS. Albany, Munsell and Tanner, 1845.

It is difficult, if not entirely impossible, for the present inhabitants of the rich and fertile vallies of the Mohawk and the Schoharie, to appreciate the labors and struggles, the privations and sufferings of their progenitors, during the wars which preceded and eventuated in the establishment of our national independence. Who that looks upon the smiling fields, bending under the weight of their rich burden, the flourishing villages, comprising within their boundaries all those civil, social and religious institutions which give tone to the age in which we live, the happy and contented faces, the busy, bustling industry, which every where greet the view—who that surveys all these unerring indications of peace, prosperity and advancement, can conceive that little more than half a century has elapsed since the untutored savage of the wilderness had here his haunts—performed his diabolical orgies—and sallied forth from these valleys and mountains, to wreak his brutal and infuriated passions upon innocence and infancy and helplessness, as well as upon the "strong man armed"? And yet scenes of darkness and despair and death—murderous conflicts for dominion and power—long and doubtful struggles for the possession of a firm foothold on the frontiers of civilization—and incidents and events which throw the liveliest pictures of fiction into the shade—were actually transpiring here within the memory of many now in the enjoyment of a green old age, under the protecting shadow of their own vines and figtrees, with none *now* to molest or make them afraid!

It is good for the young to look back upon these stern scenes of real life, as depicted by the faithful pen of the historian—that they may learn to prize the blessings they enjoy, by contrast with the sufferings which their grandsires endured.

Mr. Simms has brought together in this unpretending volume, a variety of useful and valuable information, which, though by no means arranged with the skill of the standard historian, or enabling the student to dispense with the more full and systematic details of the contemporary annalists of those "times which tried men's souls" will be found to supply many things necessarily overlooked or inadequately developed by the latter. Its details of revolutionary frontier life are graphic and interesting; and in conjunction with other standard works referring to the same period, serve to fill up the annals of a section fertile in the "romance of reality" perhaps beyond all others of our common country. The author is a self-made man, whose early life was spent, as he tells us, behind the counter, and who—much to his credit as we think—wrote his work "in the midst of the family circle and domestic cares." Our interest in the result of intellectual labors thus

undertaken and prosecuted is—and we are not ashamed to confess it—enhanced rather than diminished, by this ingenuous development of the circumstances under which they were produced.

If, as he somewhat playfully intimates in the preface, much of it was composed "in the kitchen," surrounded by his family, and cheered by the presence of his "better half" busily engaged in household thrift and management—he has only done what we should be glad to hear many of our young farmers, mechanics and merchants were engaged in doing, in the intervals of their ordinary occupation, and amid the society of their "household gods" instead of wasting their irreclaimable time in listless idleness and mental vacuity—or exchanging the innocent prattle, and cheerful gaiety of their children, and the conversation and company of their "better half" for the senseless jargon and empty declamation of the politician and the demagogue. It is from the hallowed sanctuary of the domestic circle that we look for the emanation of those higher and nobler and purer influences which are destined to elevate humanity, and every tie which can more closely unite the intellect and the heart, brings us one step nearer the attainment of that universal reciprocity of mutual affection and regard, which enlightened reason and pure religion alike inculcate as the highest duty of man.

SOW WELL AND REAP WELL.

By the author of PETER PARLEY'S Tales: Albany, E. H. Pease, 1846.

This is an admirable and most instructive and valuable little work, well worthy of perusal by all classes, and especially by the young. Peter Parley (and every body knows SAMUEL G. GOODRICH, formerly of Hartford, Conn. is Peter Parley) has deserved well of the rising generation; and his memory will be embalmed in the hearts of thousands, who have derived from his invaluable teachings the elements of all that is noble, permanent and enduring in character and usefulness. The present work will be found by his numerous admirers to be an old friend in a new garb; none the less attractive and congenial, however, on that account. It is full of good counsel and practical directions for the fulfilment of the various duties of life; and no person can rise from its perusal without improvement, both intellectual and moral.

REMARKABLE SCIENTIFIC DISCOVERY.

We copy from the Chronotype the following account, prepared by a gentleman who is fully versed in such subjects, of Professor Michael Faraday's second great discovery of the past winter. It will be perceived that this involves an entirely new series of principles from those suggested by the discovery of the magnetism of a polarized ray of light, announced some months since by this distinguished philosopher:

FARADAY'S SECOND DISCOVERY.—In the beginning of the winter, Faraday announced the discovery of a reaction between light and electricity, which created a profound sensation in the scientific world, and was published far and wide in the newspapers. He has made, however, a second discovery, almost equally important, which has escaped the public eye, and of which I shall endeavor to give you an account. It is generally known that magnetism has been supposed to be confined to two or three substances, of which iron was the principal, and nickel and cobalt inferiors.

Faraday has now discovered that when needles formed of different substances are delicately suspended between the poles of a powerful electromagnet, one class of bodies arrange themselves in conformity with those poles—that is, in a line with them, while a still larger class arrange themselves at right angles with the line connecting the poles. Faraday has therefore discovered a kind of magnetism pervading bodies precisely opposite to that formerly known. It is a new property of matter, which will be of immense importance in solving some of the problems of science. Faraday calls the bodies which arrange themselves like iron, conformably to the poles of a magnet, magnetics; and those that arrange themselves at right angles, diamagnetics. Among the former are iron, nickel, cobalt, manganese, chromium, cerium, litanium, palladium, platinum, and osmium. Among the latter, bismuth, phosphorus, antimony, zinc, tin, lead, flint glass, mercury, water, gold, alcohol, ether, arsenic.

Fluids, it will be seen, exhibit one of these properties, but gases are indifferent. By combining a magnetic and diamagnetic in the proper proportion, a compound is formed in which these properties are exactly balanced. It is well known that iron filings sprinkled on paper over the poles of a magnet assume certain curves of a fixed arrangement. Faraday states that filings of bismuth scattered in like manner on paper over a magnet, assume curves, which are in every position, at right angles to those formerly known and commonly called the magnetic curves. A curious property of the diamagnets is, that they possess no polarity, two needles diamagnetically excited exercising no alteration or repulsion over each other. He ascribes all the phenomena of diamagnetics to the principle that all their particles exercise a repulsion for the poles of magnetics.

The experiments on which these results are founded are undoubtedly of a delicate character, as they have not succeeded with a tolerably powerful apparatus with which they have been tried here.

Communications.

SCHOOL EXCHANGES.

New-York, March 16, 1846.

SAMUEL S. RANDALL, Esq.

My Dear Sir—I am happy to inform you, and through your Journal, the friends and patrons of human advancement, that an "*exchange*" for schools is provided, at the centre of school operations in this American Metropolis. In the public school building, "*Trustees' Hall*," 140 Grand, corner of Elm street, New-York, a room or rooms are to be opened as a place of resort, deposit, exhibition and *exchange*, in works of nature and art with special reference to specimens collected and prepared by the members of schools in this and other countries. The first aim is so to engage the 100,000 pairs of young hands in this city, as to aid the 700,000 pairs of young hands under your special supervision in the Empire State, and thence the four millions of young hands in our Republican Union, in a united effort for their common benefit by the diffusion of knowledge, the promotion of morals, and the true elevation of individual and national character. By such a place of resort and "*exchange*" under such operations conducted by such hands, not only every school, but every family, indeed, every *man*, *woman* and *child*, however lowly, untutored and neglected, may participate in the blessing of receiving, and the still greater blessing of *giving* knowledge and kindness.

The process is as simple, direct, delightful and certain, as the blessing is great and glorious. It commences with lessons from the "OLDER VOLUME OF GOD"—the book of creation, always open to every human being; studied by the same instruments, read by the same language, and conferring the same entertaining, practical instruction to all, whether in Anglo or Spanish America, England, France, Germany, Italy, China, Central Africa, or the darkest Island of the sea. In this direct and certain process, the alphabet of nature precedes the alphabet of books; thus rendering the latter delightful exercise, not an irksome task; certain of immediate success, not an abortive or doubtful three years process. It has never failed; if fairly tried it never can fail.

Any person any where, especially any member of the 11,000 schools under your supervision, may procure some mineral, plant, shell, or other production of nature; draw a map, bird, insect, quadruped, flower, house, plow, or some other delineation of nature or art, or prepare some piece of mechanism, which would gladly be received at the "EXCHANGE" in New-York, for some specimen furnished by other hands.

To give an impetus to the enterprise, a "SCHOLARS' FAIR" is to be held at the place named, for collecting specimens, again to be distributed among schools in the State of New-York, also through other States and countries. As the State Convention of county superintendents, furnishes the best possible medium through which to institute such exchanges, I wish, through your kindness, to invite the attention of superintendents and teachers of schools to this subject, in special relation to that occasion. As a large quantity and variety of specimens can doubtless be forwarded to the convention to be held at Albany in May next, from schools in the city and vicinity of New-York, for exchanging for those furnished by other schools, superintendents could probably not take a more effective step for promoting the important object committed to their charge, than by encouraging schools under their supervision in collecting and preparing similar specimens for the same occasion and object.

All of which, with great deference and respect, is submitted to the consideration of New-York superintendents and teachers of schools, and to the special attention of yourself.

By your sincere and greatly obliged friend,
JOSIAH HOLBROOK.

"THE DISTRICT SCHOOLS AS THEY WERE," "County Superintendents"—"Honor to whom Honor."

[CONCLUDED.]

As is usual with all such reformers as I have been speaking of, "J. R." claims for county superintendents all the honor of what has been done, and a great deal of glory for what has *not* been done. I beg leave to show there is a small mistake in *his footing*; in which, unfortunately, the poor teacher comes out *minus*—if not an absolute "*cipher*." He says, "the office of county superintendent is the centre of all the important changes which have been made in the common school system for one-third of a century." We are not prepared to endorse all this. But, for the sake of the argument, suppose we admit it,—what then? It does not follow, that *all* "*changes*" are "*improvements*." The reverse is often true;—nor can we readily adopt his conclusion, that,—"the utility of the office follows as *a matter of course*."

He sums up the result thus:—"It is visible in the improved architecture and tasteful appendages of our school houses,"—"the altered mien, superior intelligence and gentlemanly bearing of the teachers"—[a true symptom of real improvement,]—"in the gazettes and journals"—"teachers' institutes"—"normal schools"—"teachers' drills"—"school celebrations"—"district libraries"—[this is quite new and original!]—"the uprising of popular interest"—"the exercises of the school-rooms and the increasing knowledge of our youth." "It is delightful," he continues, "to see a lad on leaving his winter school, solve problems in algebra,"—"to hear the sweet voice of girlhood reading from Milton, or Cowper, or Campbell, with fine discrimination and cultivated taste," &c. &c.

Now, all this appears very fine indeed,—at least on *paper*. But we cannot admit, that any of these signs, with two or three exceptions, certainly indicate any essential "*improvement*." Here is one of our most insidious foes, from the fact, there is so much *apparent* truth intermingled with so much that is deceptive and fallacious. I should like to notice each of the topics, or signs of "improvement" "J. R." has alluded to, separately; but it would make this article quite too long. I will, however, say, I am very glad "J. R." and others are able to see so many good things in relation to our "common

schools." Others saw such things years before county superintendents were thought of. That all could not have seen something excellent about them before county superintendents shone upon them, may possibly be owing to some natural defect in their mental vision. Some creatures appear to see better by "*reflected*," than "*direct* " light."

The fact is, there has been no such *wonderful* improvement as has been often represented. On this point, our defamers deceive themselves, each other, and the public. Having huzzaed at the top of their voices—" see our zeal," &c., until they have raised " a great dust" and smoke, they vainly imagine, that noise and *excitement* is "*improvement*" : and besides, this reform has not, to any considerable extent, as some suppose, yet reached the foundation of society —the masses. The most that these self-styled, noisy reformers have done, is, they have made " no small stir" among their own caste;—the people have heard the sound, but remain as unaffected as before. Reforms, to be radical, permanent and really valuable, must begin at the *bottom* and work up. The grand difficulty with many seems to be, *they begin at the wrong end;* and a great deal of legislation on this subject, has been in this same *wrong-end-first* way.

The difference between us and " J. R." so far as county superintendents are concerned, is this: he says, " with the appointment of county superintendents *commenced* the onward improvement of our common schools"; we maintain, their improvement has been going steadily forward since their first organization, and would have continued to progress, though county superintendents *had never been*. He says, "during all their previous existence," they were "opake bodies, devoid of inherent and reflected light": we claim they possessed substantially as much merit then as now; though perhaps we ought to be thankful, that a new "*light*" has been created, by which the like of " J. R." can see their excellencies. He says, they " held only an idiotic visibility" : we say, this is one of his figures of speech, and so far as it has any meaning, is a slander upon us and our schools. He says, they were " the infamy of the legislature, and the disgrace of the people": we aver, that legislation on this subject has been steadily and uniformly toward " improvement," and, " for one-third of a century," on no subject has legislation been so wise and praiseworthy; and while we cannot approve, and say that *every* legislative act has been the most judicious, yet, it has been the disposition of all parties to do the best they could; and instead of being " the *infamy* of the legislature and the disgrace of the people," it has been alike *honorable* to the " legislature" and *creditable* to " the people." " J. R." & Co. say, " the office of county superintendent is the centre of all the important *changes* which have been made in the common school system for one-third of a century": we claim, *the* TEACHERS are, and necessarily *must be* the centre of all "*improvement*": and besides, we claim that the COUNTY SUPERINTENDENT SYSTEM ITSELF *grew out of, and the way was prepared for it, by the state conventions got up by teachers in* 1836 *and* 1837.

Now, if county superintendents have no other duties to perform, than "defame and be-nothing" the schools and teachers as they "*were*," and glorify themselves and each other, the community might dispense with their services without material injury. But I hope and expect better things. I believe the office, if wisely administered, may be of vast importance and usefulness to the cause of common schools, and I hope it will not be abolished,—at least for the present.

We are sorry there are some few who use the office to promote their own selfish ends. We believe also, many others with good and honest intentions, are wrong in some of their measures. We have one complaint to make against the "*mass*" of them. When they first organized themselves into a state association, they excluded teachers from their society. This was a great mistake, which we trust they will ere long correct. It was saying to us, and the world, teachers are too 'ignorant' to have a voice or vote in matters about which, other things being equal, they, of all others, are the most competent to give advice.* By the few, or, as "J. R." has denominated them, the "*flagrant exceptions*," we mean those who, not satisfied with excluding us from their associations, those who do, or "*have*" used their influence directly or indirectly to discountenance the efforts of teachers at self-improvement, in trying to prevent teachers from attending state conventions, associations, &c. &c. Such, we cannot better describe, than in " J. R.'s own words: " There are among them—there *have* been at least, men, who *possess* EVERY QUALIFICATION OF UNFITNESS for their office ; whose *only* efforts have been to degrade the teacher," &c. We believe the highest and most important duty of the county superintendents is, not to " defame," " be-nothing" and " degrade the teacher," but to defend, protect and *aid* him,—to make his situation more comfortable—see that he is *better paid*, and *more respected*.

In conclusion, I will say, for the *sentiments* of this communication, I have no apology to

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[* Our correspondent, it seems to us, labors under a very great misapprehension of facts, no less than of the proper conclusions to be deduced from them in this respect. Teachers have never, so far as our knowledge extends, been "excluded" in any offensive or objectionable sense, from the State *Convention* of County Superintendents: and we know of no other "State Associations" of these officers. They did not, it is true, constitute a portion of such Conventions, for the simple reason that they were *not County Superintendents*. It would be as reasonable to assert that teachers are "excluded" from our State Legislature, or Convention to amend the Constitution, because they did not happen to be elected to those bodies. When a Convention consisting of a particular class of individuals or public officers, is called for a specific purpose, we apprehend no injustice is done by the virtual exclusion of all others. The case is one of common occurrence. Neither teachers nor County Superintendents complain that they are "excluded" from political, ecclesiastical, agricultural or mechanical conventions or associations, when they are not members of those bodies.—ED. D. S. JOUR.

offer: should any one deem the language too strong or offensive, I will say, I disclaim all personalities—all disrespect to any person, or class of persons,—neither have I any thing to say against the *system* of county superintendents.

E. P. FREEMAN.

West Troy, March, 1846.

☞ We cheerfully give place to the following specimen of composition in the experimental school, read at the closing exercise on the 9th ult.

UNCERTAINTY OF LIFE.

By Miss R. A. Phelps, of the Normal Experimental School.

How uncertain is this life; it is like a shadow that passeth away. When we look around and see the vast mortality that prevails, we are filled with solemnity. Where are all our young companions who once mingled in all our joys and pleasures? It seems but yesterday that they were with us; but they are gone, forever gone to that "bourne from whence no traveller returns." Their young lives were as full of hopes and expectations as ours are at the present moment; but the messenger of death came for them, and they have bid farewell to earth and gone to that bright spirit land. What solemn reflections fill the mind when we stand by the bedside of one we love, and witness the peaceful expression of his or her countenance as they bid farewell to all the happy scenes of childhood, and as the last breath is drawn, and the soul wingeth its flight upwards, we are led to say, in the present moment of sorrow, "let me die the death of the righteous, and let my last end be like his." But we mingle in the busy haunts of pleasure, and these reflections pass away and we become as heedless as ever. Would you witness the scene of a dying bed, go with me to a neat but comfortable dwelling. On a small bed lies a young and beautiful female, whose age numbers 18 or 20 summers. Around her stand her weeping parents and companions; suddenly she raises herself and says "weep not for me when I am gone. Father, mother, companions, prepare to meet me above." Soon her voice becomes indistinct, and her spirit seems to be rising towards that home to which it is so soon going. For a few minutes we watch her ebbing life and she is gone, gently as a child falls asleep on its mother's breast. Then witness the feeling and the pain of separation, and the poignant anguish of the parting stroke; but while they thus weep, they have the blessed consolation that their beloved child has gone to that bright land above where she is now singing praises to her Heavenly Father; and they know that she will not come to them, but if they love and serve God here below, they will soon go to her never to be separated.

But let us change this scene to another, at the splendid mansion of——. On a splendid couch lies a lady in the last agonies of death. Those notes of anguish and terror depicted on her countenance thrill through our very soul; all her riches, beauty and intelligence cannot save her; she has delayed repentance till on a dying bed, and she now finds it too late; but nature becomes exhausted by such violent efforts, and her soul takes its flight. But where has it winged its way? upward to that heavenly land? oh no! it is gone downward to that dark region of death. Oh! who could look down on such a picture unmoved? Surely it must melt the hardest heart. Dear friends stop and pause; say, can you, will you, exchange all the pleasures of that bright abode for a few short hours of pleasure here below, and then die and be separated from all you love, and go down to the dark world of woe. We ought to feel while sojourning here in this vale of tears, that we were not placed here to live in sin and pleasure, but we are placed here for a higher purpose, to serve God in this short and uncertain life, and then live happily in the life to come and reign with Him above.

Miscellaneous.

STUDY A CHILD'S CAPACITIES.

If some are naturally dull, and yet strive to do well, notice the effort, and do not censure the dulness. A teacher might as well scold a child for being near-sighted, as for being naturally dull. Some children have a great verbal memory, others are quite the reverse. Some minds develop early, others late. Some have great powers of acquiring, others of originating. Some may appear stupid, because their true spring of character has never been touched. The dunce of the school may turn out in the end, the living, progressive, wonder-working genius of the age.

In order to erect the best spiritual influence we must understand the spirit upon which we wish to exert that influence. For with the human mind we must work *with* nature, and not *against* it. Like the leaf of the nettle, if touched one way, it stings like a wasp; if the other, it is softer than satin. If we would do justice to the human mind, we must find out its peculiar characteristics, and adapt ourselves to its individual wants. In conversation on this point with a friend, who is now the principal in one of our best grammar schools, and to whose instruction I look back with delight—"your remarks," said he, "are quite true; let me tell you a little incident which bears upon the point:

"Last summer, I had a girl who was exceedingly behind in all her studies. She was at the foot of the class, and seemed to care but little for her books. It so happened, that as a relaxation, I let them at times during school hours unite in singing. I noticed that this girl had a remarkably clear, sweet voice, and I said to her, "Jane, you have a good voice, and you may lead in the singing." She brightened up; and from that time her mind appeared to be more active. Her lessons were attended to, and she soon gained a high rank.

"One day, as I was going home, I overtook her with a school companion. "Well, Jane," said I, "you are getting along very well, how happens it you do so much better than at the beginning of the quarter?" "I do not know why it is," she replied. "I know what she told me the other day," said her companion.

"And what was that?" I asked.

"Why, she said *she was encouraged.*"

Yes, here we have it—she was *encouraged*. She felt she was not dull *in every thing*. She had learned self-respect, and thus she was encouraged.

Some twelve or thirteen years ago, there was in Franklin school an exceedingly dull boy. One day the teacher, wishing to look out a word, took up the lad's dictionary, and on opening it, found the blank leaves covered with drawings. He called the boy to him

"Did you draw these?" said the teacher.

"Yes, sir," said the boy, with a downcast look.

"I do not think it is well for boys to draw in their books, and I would rub these out if I were you; but they are well done; did you ever take lessons?"

"No sir," said the boy, his eyes sparkling.

"Well, I think you have a talent for this thing. I should like you to draw me something when you are at leisure, at home, and bring it to me. In the mean time see how well you can recite your lessons."

The next morning the boy brought a picture, and when he had committed his lesson, the teacher permitted him to draw a map. The true spirit was touched. The boy felt he was understood. He began to love his teacher. He became animated and fond of his books. He took delight in gratifying his teacher by his faithfulness to his studies, while the teacher took every opportunity to encourage him in his natural desires. The boy became one of the first scholars, and gained the medal before he left the school. After this he became an engraver, laid up money enough to go to Europe, studied the works of old masters, sent home productions from his own pencil, which found a place in some of the best collections of paintings, and is now one of the most promising artists of his years in the country. After the boy gained the medal, he sent the teacher a beautiful picture as a token of respect; and while he was an engraver, the teacher received frequent tokens of continued regard; and I doubt not to this day, he feels that that teacher, by the judicious encouragement he gave to the natural turn of his mind, has had a great moral and spiritual effect on his character.

MOTIVES TO OBEDIENCE ON THE PART OF CHILDREN.

When you arrive at maturity, when reason and conscience shall have taken their proper station in the mind, you will be prepared to occupy the situation of a parent or master in your turn; and you will be called upon to exercise that authority over others which your predecessors exercised over you. Remember that no one is so well qualified to rule, as he who knows how to obey. There are two methods of enforcing obedience: first, by coercion and severity; and second, by those restraints which are imposed by kindness and the voice of reason.

The former can only be required by children of vulgar, stubborn and perverse tempers and habits; children who have been subjected to improper treatment and example at home; but by the docile, affectionate and well-ordered mind, the voice of kindness and reason will never be disregarded; such children will ever evince a willingness to submit to this sort of government, and will feel an inward satisfaction in paying a becoming deference to those who have more knowledge and experience than themselves. As a stubborn, unyielding temper is allied to selfishness, pride and meanness, so a tractable, docile disposition always evinces candor, ingenuousness, and elevation of character. A government directed by severity can only be maintained by keeping the governed in continual fear; the fear of punishment or privation; and that obedience, and those duties which are extorted by fear, will partake of the quality of the motive, and will be very worthless; because it does not arise from a voluntary but a forced principle of action. But a noble generous mind, will desire to rise above this degrading motive of fear, and will strive to acquire that higher motive of self government and voluntary activity, arising from a sense of duty and love of order. The one is the temper of a slave, the other of a freeman. The motive of habitual fear has a very unhappy influence on the formation of habit and character: he who goes through a routine of scholastic duty, *per force*, will regard every thing as an irksome task; he will seldom do any thing well, because he performs it unwillingly—his heart is not in it; and having been forced through his course of study, he leaves the school with his head stored with a little knowledge, dearly purchased at the expense of temper and those good affections of the heart, which are infinitely more desirable than all the mere science and learning in the world. On the other hand, he who has been trained up under the influence of the law of kindness, so far from regarding his studies as a task, finds his chief delight in them—he becomes more and more sensible of an increasing vigor of intellect, and an increasing willingness to obey the directions of his instructor; his exercises are well done, because they are done voluntarily; he preserves an equanimity of temper, and is freed from that irritation and peevishness which arise from a spirit of disobedience and opposition. He begins his course by obedience to the outward restraints imposed by his teacher, and ends it by obedience to that inward voice of a higher power which speaks within his own bosom. From simple obedience, and the habit of doing what is right and proper in itself, he rises to a perception of order, and a love of it for its own sake. — *Carll's Essay on Moral Culture. Phil*, 1833.

EARLY EDUCATION.

"JUST as the twig is bent, the tree's inclined." We have seen, however, the folly of hoping "to bend" a *willow* "twig" into an *oak* "tree." It will be a willow still. But what think you of trying to "bend" an *oaken* "twig" into a full grown oak, in half an hour?" You cannot do it. You must give it time to grow. It contains, in its own living principle, the law of its own development; and it can come to perfection only by a gradual growth, according to that law. You must give it *time* to grow, and must not think it labor lost, even if a whole summer should pass away before it becomes fit for ship timber.

So, each human mind contains in itself, the first moment of its existence, the law of its own

development. It is so constituted, that it can arrive at the greatest perfection of which it is capable only by developing its powers gradually, in a certain way. There is in this law, a power which prompts the individual to the right course; and which, were it not counteracted by untoward circumstances, and wicked inclinations, would insure his taking the right course; and even counteract those counteracting causes, so as to lead the individual in a course which bears some perceptible resemblance to the right one.

This right course is always a course of the gradual development of the faculties in a certain order. It takes the individual, in a way of his own, through the successive stages of infancy, childhood, youth, adolescence, &c., to old age and death, and gives him, in each of these stages, peculiar characteristics, which distinguish him from every other individual.

It is, indeed, possible to hurry the mind through one of these stages, and give it the characteristics of a succeeding stage sooner than is natural. It is *possible* to do this, but it is never *safe*, never harmless. It prevents the mind from attaining the greatest perfection of which it is capable, and shortens the life. Hence we are flooded with "memoirs" of wonderful children, who "put away childish things" before they became men, all of whom *died young*; died before they had accomplished any thing for the good of mankind.

Did you ever hear how figs were ripened in Sicily? When the green crop has arrived at a certain stage of growth, a branch of the *caprificus* or wild fig, is put among the branches. The wild fig contains an insect, which immediately goes to work on the true figs, eats into their substances, and thus checks the natural progress of their growth, and hastens that fermentation of their juices, in which *ripening* consists. In this way they bring forward the fruit so much as to secure an additional crop each year. This they call *caprification*. A similar operation takes place every year in our orchards. Some apples are ripened sooner than others on the same tree, by a certain worm, which eats into the core, and disturbs the natural process of growth. Their ripeness is shown by their smell and taste; but, being ripened before they are fully grown, they are never so good as they might have been; and when ripe, the law of their development requires them to fall off and decay. So the mind of a child may be made to undergo caprification; but the price of it is, imperfect development and early death.

In respect to development—how can one put his childish ideas into a manly shape, till he has acquired them? And yet, it is in part by putting childish ideas into a manly form, that the best manly character is formed. There are many important branches of knowledge, in which we cannot be as perfect as is desirable, except by thinking them over first in childhood, thus gaining a stock of childish ideas on them, and then think them over again in youth, and again in manhood. If you do not see this to be true at the first glance, sit down and think upon it a while, and you will see its truth. Hence the necessity of making childhood long enough to gather up and prepare the materials which the mind will need, in order to begin the first operations of its next stage of development with advantage. Let the apple get fully grown, before it begins to ripen.—*Vermont Chronicle.*

HOME AND THE SCHOOL.

THE subject of domestic education, as distinct from school education, is of great magnitude and moment; but we do not propose to enter upon it at this time. Indeed, whatever can be said of it, is perhaps comprised or implied in the principle, that the school is better in proportion as it is a home, and the home is better in proportion as it becomes a school. They are two: not two places only, but two in organization and in character, and the difference between them is not to be lost sight of. Nevertheless, they are one in the end which lies before them; for this is the education, the *leading forth* of all the physical, intellectual and moral powers, into fulness of stature, and strength, and health, and into the utmost capacity of enjoying the happiness of usefulness.

In these things they are one; and while the patient kindness, the warmth and tenderness, of an affection like those of parents, should fill the school with sunshine, and make its laws only the expression of its love, the home cannot fail in discipline and order, without mournful consequences, which no school can avert or remedy. One of the pictures of Shakspeare represents the school-boy as "creeping unwillingly to school." Like all his pictures, this is true to nature; to the nature he drew from; but it is, in this instance, at least, a false and injured nature; for not one jot of reason is there in the thing itself, *why* the child should go unwillingly from his school, to his home, or to his play. What is a school? It is a place for moral discipline and intellectual instruction. Now, most true it is, that no child ever lived, who did not, as he grew up, manifest tendencies and feelings which required rebuke, opposition and constraint; the school is the place for this; but it is not the only nor the chief place for it. If all restraint is at once relaxed when the child leaves the school; if, under the paternal roof, he is unwatched, unrestrained, unrebuked for evil deeds, little can his school do for him, and weighty and fearful is the responsibility of his parents. In point of moral discipline, therefore, the school should be no bugbear. And as to intellectual instruction, who has lived within the sight and hearing of a child, and does not know that he hungers and thirsts for knowledge? The babe of a week old seeks not for its mother's breast with sharper appetite, than will urge him, when infancy expands into childhood, to question, and question closely, father, and mother, and brother, and sister, and every body near him, about every thing within his sight or thoughts. This is the first and natural manifestation of the desire to *know*; and it is wise, though not very common, to follow this desire somewhat as a guide. But the desire is still there, always there, deeply implanted in our nature. Education is founded upon this desire; acts through it, and most grossly errs when it afflicts or disappoints it, and by so doing makes the school distasteful to the child, and compels him to regard it as a place of imprisonment and punishment. And

hereafter, when, in the progress of mankind, schools become more what schools should be, the child will seek the school as the home of his mind; and there will his mind expand and grow as flowers and fruits open and ripen in the sunshine, without pain and almost without effort. At present there are few such homes, and few such schools, and the hope that such things may become realities, must abide the common fate of all aspirations which look far forward. But the sneer which may rebuke cannot extinguish this hope; for thitherward tends all improvement in education, and the progress of this improvement will measure the improvement of man.

Official.

UNION SCHOOLS.

We have great pleasure in laying the following correspondence in reference to a most interesting subject, before our readers. It will be seen that the state superintendent takes strong and decided ground in favor of the adoption in all our villages and large towns, of the union school system—a system which, wherever it has been tried, has proved eminently successful in practice and beneficial in its results. The superintendent also takes occasion to give his views in reference to the introduction of classical studies in these institutions—a measure, the expediency of which he regards as very doubtful. His reasoning and conclusions on this subject strike us as very forcible: and will not fail to commend themselves to the attention and discriminating regard of the friends of education.

We shall avail ourselves of the earliest practicable opportunity to republish the articles on this subject which appeared in this paper several years since, and which will be found to be exceedingly valuable and instructive; and we have now only to express our decided conviction that the general adoption of the union school system, in all those villages and populous settlements where two or three hundred children can conveniently be grouped together in one school, with different departments, will be found a manifest improvement, in all respects, upon the system now generally prevailing.

MEDINA, *Orleans Co., April 14th*, 1846.

DEAR SIR—The citizens of this place are agitating the subject of a more extended system of education for the four hundred scholars that are within the limits of our village. Heretofore we have had an inferior district school and a number of "select schools," all of which have had patrons and supporters; but from clashing interests, personal preferences, private pique, and, in short, a general variety of causes, we have never been blessed with such a school as would obviate the necessity of sending abroad to avail ourselves of what should be common educational advantages.

A number of meetings have been held by the inhabitants of the village, and the "union school" plan has met with very general approval.

Some are inclined to favor the old academic plan, while others believe it does not afford any advantages that may not be derived from the "union school." As a very general anxiety has been manifested to know your opinion, and as a number of gentlemen have solicited me to communicate with you on the subject, I am induced to do so. You will confer a great favor upon the citizens of this place by stating your views of the "union school" system, or referring to some of your published remarks.

Very respectfully, yours, &c.

J. W. SWAN.

Hon. N. S. BENTON, *School Sup't.*

SECRETARY'S OFFICE,
COMMON SCHOOL DEPARTMENT,
Albany, April 22, 1846.

J. W. SWAN, Esq.

Dear Sir—In the District School Journal for October, 1841, (No. 4 of Vol. II,) you will find the subject discussed to which your letter of the 14th instant relates, and to which I would refer you as containing some very sensible and just views of the subject of which you have done me the honor to ask my opinion. The great and leading object of our system is to educate the masses of our children in the most economical manner in all the necessary branches of a useful English education, and such an one as will best qualify the pupil to discharge all the duties of life which he may be called upon to perform. I never considered the old academic plan the best adapted to this purpose, nor do I believe the introduction of the dead languages as a branch of study in our common schools was either intended to be embraced in that system by its founders, or as congenial to it, or in any way calcuted either to promote a thorough and practical English education or economy in its administration.

To facilitate the progress of the pupil in the Latin and Greek and other kindred languages, you must have a principal or assistant who has been thoroughly instructed in those branches, and who consequently will look for a reward for his services commensurate with the time spent and expenses incurred in preparing for the position; and whose attention will be mainly confined to this particular branch of instruction pursued by a few of the pupils of the school, ordinarily, while the larger portion will be permitted to get along in the best way they can, under instruction which will not be well calculated to advance their progress in thorough and useful education. And, besides, your rate bills must be made out so as to embrace all the pupils, and there cannot be a different price for the different grades of instruction; thus compelling the parent to pay for the tuition of his children in the ordinary branches of an English education the same price as would be collected from one whose children were pursuing the study of the languages, when perhaps from one-fourth to one-third and perhaps more of the teacher's salary, over the ordinary compensation for teachers' wages, has arisen in consequence of his ability to teach Latin, Greek, &c.

I am very strongly inclined to believe, and I perhaps ought to say, I have no doubt whatever, that the plan of union schools with different departments, under the supervision of a competent principal, when limited to the different branches of an English education, will practically be found the most suitable to our condition and wants, more congenial to our system than the academic plan, and most likely to secure the patronage and retain the confidence of the inhabitants interested in the success of the school. In a village containing four hundred children, if three-fourths of them, on an average, could be kept at school during the year, you will perceive that at the moderate price of one dollar per quarter each, a sufficient sum would be paid annually, exclusive of the public money, to procure the services of a corps of teachers in every respect fully adequate for all the purposes required. Allow me to say, in conclusion, that I earnestly hope the right spirit which seems to have been awakened among the patriotic and public spirited citizens of Medina, will animate them to continue their exertions in the noble and philanthropic course indicated by your much esteemed communication, until they shall have accomplished fully their benevolent intentions. I am with very great respect, your obedient servant,

N. S. BENTON,
Sup't. Common Schools.

AN ACT to provide for the education of the children of the Onondaga Indians in the county of Onondaga, and the children of the other Indians residing in this State, passed April 30, 1846.

The People of the State of New-York, represented in Senate and Assembly, do enact as follows:

§ 1. The agent of the Onondaga Indians in the county of Onondaga, appointed under the authority of this state, is hereby authorized, with the consent of the chiefs of the said tribe of the Onondaga Indians, to cause to be built and furnished a good and sufficient schoolhouse on the Onondaga reservation, at an expense not exceeding three hundred dollars, for the accommodation of the Indian children residing on such reservation; and to organize a school therein; and the sum of three hundred dollars is hereby appropriated for the payment of the expense of erecting and furnishing said school-house.

§ 2. The sum of two hundred and fifty dollars annually is hereby appropriated for the term of five years, for the payment of the wages of a teacher or teachers, and of the other expenses of maintaining such school.

§ 3. The sum of three hundred dollars is also hereby appropriated for the building and furnishing a school-house on the Cattaraugus Indian reservation, and the like sum for building and furnishing a school-house on the Allegany reservation, for the use, accommodation and education of the Indian children residing on such reservations respectively.

§ 4. The sum of three hundred and fifty dollars per year, for the term of five years, is hereby appropriated for the payment of the wages of a teacher or teachers for the school or schools to be kept in said school-house on the said Cattaraugus reservation, and for the payment of the other expenses thereof; and the further sum of three hundred dollars is hereby appropriated for the payment of the wages of a teacher or teachers for the school or schools to be kept in said school-house on the said Allegany reservation, and for the payment of the other expenses of such schools.

§ 5. The sums appropriated by the first and second sections of this act, shall be paid from time to time to the said agent of the Onondaga Indians, on his giving to the people of this state, and filing with the state superintendent of common schools, a bond with satisfactory sureties, to be approved by such superinten ent, conditioned for the proper and faithful expenditure of all moneys paid to him, or which shall come into his hands by virtue of this act, and for the rendering to such superintendent annually in the month of Octo er, a just and true account of all his receipts and expenditures under the provisions of this act.

§ 6. The sums appropriated by the third and fourth sections of this act, shall be paid from time to time to Griffith M. Cooper and Stephen Osborn, or the survivor of them as commissioners, under the third, fourth and sixth sections of this act on their severally giving to the people of this state and filing with the state superintendent of common schools, a bond with satisfactory sureties, to be approved by the said superintendent, conditioned for the proper and faithful expenditure of all moneys paid to him, or which shall come into his hands by virtue of this act, and for the rendering to such state superintendent annually, in the month of October a just and true account of all his receipts and expenditures by virtue of this act.

§ 7. The sum of two hundred and fifty dollars is also hereby appropriated for the building and furnishing a school-house on the lands of the St. Regis Indians in this state, and the further sum of two hundred dollars per year for the term of five years, is hereby appropriated for the payment of the wages of a teacher for the school to be kept in said school-house, and for the payment of the other expenses of said school. The moneys appropriated by this section shall be paid from time to time to the agent of the said St. Regis Indians, on his giving to the people of this state, and filing with the state superintendent of common schools, a bond with satisfactory sureties to be approved by such superintendent, conditioned for the proper and faithful expenditure within this state of all moneys paid to him, and which shall come into his hands by virtue of this act, and for rendering to the said superintendent annually in the month of October, a just and true account of all his receipts and expenditures by virtue of this act.

§ 8. The sums hereby appropriated shall be paid out of the income of the United States Deposite Fund, and the last two of the several annual payments herein provided for shall not be paid for the Indians residing on either of said reservations, unless the Indians on such reservation shall, before such payment in each year, pay into the hands of the persons authorized to receive and expend the moneys appropriated by this act, at least twenty per cent. of the sum authorized to be paid annually for the maintenance of the school on such reservation, nor shall any of the said annual payments, except the first, be made unless the state superintendent of common schools shall have satisfactory evidence that a school has been kept in said school-house for the term of at least six months during the preceding year; such twenty per cent shall be expended by such commissioners for the support and maintenance of the school or schools on the reservation occupied by the Indians paying the same.

§ 9. The schools organized and established by virtue of this act shall be subject to the visitation and inspection of the superintendent of common schools of the town and county where the same shall be situated.